University of Chicago,
Chicago, Jan. 4, 1898.

Dear President Harper:

I have been very dillatory in making response regarding the matter of the Graduate Chapel Assembly for this quarter. The paper for Mr. Caldwell which I herewith return suggests three or four topics of a Pedagogical nature which I think might well be included in the scheme. Beyond those I would make the following suggestions:

Jan 14 (1)
The standpoint in teaching of literature. Professor Shorey.

Jan 21 (2)
The educational significance of geography. Professor Salisbury.

Jan 28 (3)
Social studies as educational centers of correlation.

Professor Vincent; or Prof. Small. Small.

Feb. 4 (4)
The principles of language teaching. Mr. Owen, Hospital.

Feb 11 (5)
Dangers of over specialization in preparing to teach.

Feb 18 (6)
The standpoint of science teaching in secondary schools.

Professor Coulter.

Feb. 28 (7)
The administrative duties of a college teacher. Mr. Judson.

(By this I mean that it would be a good thing to call the attention of the graduate students that when they go out to teach they will have specific duties as members of a faculty beside those which they have as classroom teachers.)

Mar. 7 (8)
Is it possible for a future college teacher to prepare himself in methods of instruction as well as in subject matter? Professor Chamberlin, ok?

Mar. 11 (9)
The pedagogics of college teaching. Mr. Dewey.
2.

You will see I have been so considerate as not to put you on at all. You might take the one on administrative duties or the one on over specialization. In the latter topic I had in mind the not infrequent complaint that the ordinary Ph. D. is much better qualified to conduct a Seminar than he is an ordinary class room recitation.

Yours sincerely,

John Dewey.

Per.
You will see I have been so conscientious as not to put you on

et al. I am afraid we are not on the same page but I am afraid we are not on

care specialization. In the letter I paid too much attention to comment

and competence with the criterion for D. to much better advantage to comment

a seminar plan for an ordinary class room lecture

Yours sincerely,

John Povey

Per
University of Chicago,
Chicago, Feb. 9, 1898.

Dear President Harper:

As regards the summer you said $1000 might be assigned for us in Pedagogy. The only thing I have been able to positively accomplish so far is to secure Dr. C. A. Mc Murry for the first six weeks. He can be here only the first five but will give the requisite number of exercises during that time. The matter of compensation of course, is left to you. He would not come however, for less than $400, and I doubt not would appreciate a larger sum as he would get more for his ordinary summer Institute work.

Mr. Angell wishes to give a laboratory course in experimental psychology during the summer quarter. If he does this he ought to have the services of an assistant for about one hour a day in arranging apparatus, etc. I had thought to suggest the name of one of our graduate students for this service, with about $50 compensation, but it has just come to my notice that our Dr. Mc Lennan, now of Oberlin, would like to be here through half the summer. As you know he did such work while he was here. We could also get him to give a course in Child Study, the entire compensation to be, say $150, $100 for the Child Study, to be charged to Pedagogy, the other $50 to Philosophy.

Yours truly,

John Dewey.
CHICAGO February 24, 1898.

My dear Mr. Dewey:--

You may remember that Mr. Ames, who took his degree with you and taught one or more quarters as a Docent, spent some of his spare time as assistant dean and developer of the Disciples' Divinity House, one of the schemes of affiliation. He was most serviceable to us there, and we were exceedingly sorry that we were obliged to let him go away this year. You may remember that he went to the University of Indianapolis and is now the Professor of Philosophy and Pedagogy there. There is no money yet to pay for his services in connection with the Divinity House since the endowment fund has only begun. I am wondering if you could not bring him back as an instructor especially in Psychology. The other day I suggested the matter to President Harper and I enclose his reply. I know this is somewhat an extraordinary request and I do not wish to be understood as even petitioning the department of Philosophy to go against its own inner interests; but as a dean I can say, what I think you have said to me, that you need another instructor in Psychology. Again, I am sure I can say that Mr. Ames is a more successful teacher from the point of view of the students than Mr. Moore. I do not regard Mr. Ames as an absolutely first class teacher for younger people: He is too serious, he perhaps is a little too formal and precise, he needs to take lessons from Angell; but I believe he is a sound man, he is a highly dignified and serious man, and is learning to teach rapidly. If he could be acceptable to you for a year or two it would enable us to kill two birds with one stone. Of course he would give his chief time to the work of an instructor, giving only so much time to this other interest as would be allowed to any instructor in the institution.
Dear Mr. [Name]

I hope this message finds you well and that you are doing your best. I am writing to you to express my deepest gratitude for your kind support and assistance in my recent endeavors. Your timely help has been invaluable, and I am truly grateful for your generosity.

As you know, my studies are progressing well, and I am determined to work hard to achieve my academic goals. I am currently focusing on my major courses and trying to maintain a balance between my studies and extracurricular activities. Your encouragement has been a great source of motivation for me.

I have been thinking about the future and have decided to pursue a career in [Field]. I have made some progress towards my goal, but I am aware of the challenges that lie ahead. Your guidance and support have been instrumental in helping me navigate these challenges.

I appreciate your ongoing support and look forward to your continued guidance. Please keep me updated on your activities and any new developments that may be of interest to me.

Thank you once again for your kind support. I am grateful for your encouragement and look forward to staying in touch.

Sincerely,

[Your Name]
Dear President Harper:

I enclose a letter from Professor Mac Clintock relating to Mr. Ames. I had rather supposed that the appointment of an additional instructor in Philosophy was quite out of the question. If there is any possibility I shall of course be very glad to consider the matter.

There is no doubt that if the Senior College increases in number at its present rate we shall soon need additional help in caring for the required work as Mr. Mc Clintock says. I must however, take exceptions to Prof. Mc Clintock's remark that Mr. Ames is a more successful teacher than Mr. Moore.

I enclose also a letter from Mr. Thurber and one to him from Mr. Henderson. All the information that I have about the matter is contained in these letters. If there is any possibility of such a course as Mr. Thurber speaks of, I shall be glad to look the matter up further.

Both Mr. Jackman and Mrs. Young are considering the matter of the spring course. I am inclined to think they will ultimately accept. Mrs. Young has two afternoons a week at her office and feels somewhat doubtful whether she could give more than two hours a week to the work.

Yours truly,

John Dewey.
Dear President Marcy:

I am writing to express my strong support for the appointment of Mr. John Dewey as Professor of Philosophy. I believe he is uniquely qualified for this position and would bring a wealth of knowledge and experience to the University.

I have the highest regard for Mr. Dewey and his work in the field of philosophy. I am confident that his presence here would enhance the academic environment and contribute significantly to the advancement of our institution.

I understand the concern regarding his lack of experience in teaching at the college level, but I believe this can be overcome with the proper support and guidance. Mr. Dewey's exceptional ability and dedication make him an ideal candidate.

I urge you to consider his appointment seriously. I am confident that Mr. Dewey will prove to be an asset to the University and its students.

Yours sincerely,

[Your Name]
Prof. John Dewey,
The University of Chicago.

Dear Prof. Dewey:-

Mr. C. Hanford Henderson has been lecturing this year at Harvard on manual training, and by request his lectures were repeated in Boston. Prof. James of the University wrote a very strong letter to one of the Boston daily papers, speaking in the highest terms of Prof. Henderson's work. In addition to what he mentions in the enclosed letter, he has also been invited to give a course of Lowell Institute lectures. He was for a number of years at the head of the Manual Training School in Philadelphia, and I suppose knows as much about the subject as any body. As he is a personal friend of mine, I wrote him informally, asking whether he would be willing to come out here next summer, and I turn his reply over to you. If the summer arrangements are not all completed, I should think a week's lecture course by Henderson might be brought in with very excellent effect. Prof. James especially commended in his letter in the Boston paper the admirable style of the lectures, so there can be little doubt that they would be satisfactory from every point of view.

Very truly yours, [Signature]
Mr. John Dorsey

The University of Chicago

Dear Mr. Dorsey:

Mr. Goolden's recommendation has been most favorably received. For the University of Chicago, I have been employed as a Post-Graduate Fellow to do research in the Physics Department. In addition to my duties of President's Assistant, I have been engaged in the investigation of the growth of Peking University.

I have written to the President of the University to inform him of my recent appointment and the work I propose to undertake. He was very pleased to hear from me and I have been asked to come to the University and take charge of the Experimental Laboratory. I have been asked to write a report on my work and I have been given the opportunity to do so.

In a personal letter, I have written to him to inform him of my return to England next summer and I have written to him that I have been asked to come to the University and take charge of the Experimental Laboratory. I have been asked to write a report on my work and I have been given the opportunity to do so.

I expect to arrive in England in the spring and I hope to return to the University at the beginning of the summer. I have been asked to write a report on my work and I have been given the opportunity to do so.

Yours truly,

John James
Dear Dr. Harper:

The following is a statement of expenditures to be incurred in connection with the summer work in Pedagogy:

Dr. C. A. McMurry,  $400
H. H. Kingsley, 200
F. A. Mann, 200
A. W. Moore, 133.33

Mr. Moore gives in addition two courses in the Department of Philosophy for which he receives no additional compensation as they are required to make up his year's quota of work.

Yours truly,

John Dewey.

Per.
Dear Mr. Matthews,

The following is a statement of expenditures to be incurred in connection with the summer work to September 1930:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. E. M'Carthy</td>
<td>$400</td>
</tr>
<tr>
<td>M. E. Kinney</td>
<td>$200</td>
</tr>
<tr>
<td>M. E. Mann</td>
<td>$800</td>
</tr>
<tr>
<td>M. W. Moore</td>
<td>$1,200</td>
</tr>
</tbody>
</table>

Mr. Moore gives no objections to charges to the Department of Pharmaceuticals, but wishes to receive no additional cooperation in any work for which he is not ready to make out the year's charge of work.

Yours truly,

John Beatty

Ten
Dear President Harper:

I find I made still another error with reference to the case of Mr. Moore. The course is for six weeks only and so the sum would be half of that stated.

Mr. Angell is going to give a course in experimental psychology this summer. I should be glad if the $50 or $60 released from the previous estimate could be set aside to give him a laboratory assistant for this work. I think there will be no difficulty in getting one of our advanced students to do the work for this sum.

Yours truly,

John Dewey.

Per.
Dear Grant [Last Name],

I think I made a little mistake when we first met with reference to the course of study. The course is too wide, with only one unit in experiment. We should like to have a course in experiment to be fully encompassed. I would be glad if it were 60 or 70 hours long. From the beginning, we see that we could not give the same kind of work you could do on difficulty in selecting one of our advanced students to do the work for the first year.

Yours truly,

[Signature]

[Note]
University of Chicago,

Chicago, May 11th, 1896.

Dear President Harper:

In reply to your inquiry about an Elementary School Conference, I would say that not having had any one to attend to the details as Mr. Manny did last year, I had not made any plans for having such a gathering this year.

Yours truly,

John Dewey.
University of Chicago
Chicago, May 11th, 1929

Dear President Member,

In reply to your inquiry about an elementary
School Conference, I would say that I have not heard any one to attend
to the meeting as Mr. Mann's High School. I had not made any plans
for attending such a meeting this year.

Yours truly,

John Smith
Dear President Harper:

I enclose herewith a budget for the maintenance of the School for the year 1898-1899. It is the result of much study and planning in the light of our experience in the past, and from that point of view is as mature as anything of this nature can be. I fear that in my recent interview with you concerning this matter, I did not make the position of the School quite plain. As for the three points that you raised, you will see, first, from the enclosed circular, that tuition has been raised for the next year to the figures which you suggested. I doubt very much however, if this gives us much actual financial relief through the coming year, for the following reasons: If we raise the tuition it seems quite out of the question to send out a circular letter requesting additional subscriptions from the parents as was done this year. This brought in over $500. Moreover, it seems to me only fair that we should tell the parents who have stood by the School thus far, that in case this raise of tuition would make it impossible for them to send their children next year, we should prefer the children to the increase of tuition, and hence would continue the children at the old rates. This would affect perhaps about a half dozen children. It is I think, not only a matter of justice to the parents who have started the children, but it is to our interests that there should be as little change of children as possible. Furthermore, owing to the change of location and the increase of tuition we shall probably lose some children any way.

As for your point regarding the size of the groups, I can only repeat what was said that day, that continuous and earnest atten-
The President's Message

[Handwritten text not legible]
tion has been given to the matter, and that as it now stands, it is a matter of principle and not of detail. I think any increase forced in this direction simply for the sake of additional revenue would involve such a complete change in the ideals and methods of the School as profoundly to modify its whole character—so profoundly indeed, that it would lose whatever reason for existence it now possesses as an educational undertaking.

As to your other inquiry as to whether there is not un-due enlargement, I may state that not a single step is contemplated for next, which has not been a necessary and integral part of the conception of the School from the outset. There are certain branches of the work which up to the present have either not been provided for at all, or which have been taken care of very lamely. We could put up with this as a temporary matter, but of course it is impossible to continue on that basis indefinitely. Every increase that is planned for next year seems to all of those who have kept in closest acquaintance with the work of the School, to be indispensable at the present juncture. Not to make them would mean actual going backwards, not simply standing still. In spite of this addition however, the ratio of expense per child is not increased at all—showing that we are using all possible consideration in the control of our expenditures. Some of the increase is due simply to the fact that in the past, owing to certain circumstances, we have been able to get some work done at an absurdly low figure, for next to nothing. For example, Miss Harmer who has had charge of the domestic work has received only $300 this year. She was offered $1000 to go to Pratt Institute and take charge of very responsible work there. It was necessary either to meet this raise or to surrender the very promising start that we have made in this direction.
3.

The most specific positive enlargement of work that has been undertaken are first, the addition of a regular teacher who will give three forenoons a week to the School in drawing and art lines. This has been involved in the scheme, of course, from the first, but we simply have gone without it before this.

Secondly, we have never had any one to exercise supervision over the work on the historical side, to look up and collect historical material and illustrations, and to take charge of keeping the records of work done along this line with a view to their publication. I can say that no school in the country so far as I know, is really working out so much valuable historical matter which is available for public school use, as we are. At present the public is getting next to no benefit from this work and we are not getting the benefit that we should, simply from the lack just indicated. To take care of this matter an additional expense of about $600 is incurred. The other increases on the salary list are practically all of them simply pro rata increases in pay on the basis of the additional time given to school work, this increase in time being made necessary by the increase in the number of children. The increase on the side of running expenditure is quite small and is mainly due to the fact that we rent the new building for twelve months, while we have had our present building for only nine months of the year, and to the increased expense for heat and janitor services on account of the larger size of the building. As you will see by the sum set down no extravagances are contemplated on the side of furniture and equipment.

The more thorough investigation that is made into the details of this matter, both by yourself, or President Ryerson, the better I shall be satisfied. I am perfectly confident in my own mind
The most specific part of the story is...
that the School is being managed in the most reasonable and economical way. If anything is wrong it is in the fundamental conception of the undertaking, and of course a change there would involve a giving up of the whole matter of an Experimental School.

Yours truly,

[Signature]

June 23, 1898
Just one of the many ways in which the new technology may be applied. It is employed in many fields to the advantage of the school system, and of course, it is always more money than the old way of giving up the more written or printed school.
University of Chicago,
Nov. 2, 1898.

Dear President Harper:

I enclose a check from Mrs. N. E. Linn for one thousand dollars which I have endorsed to the order of the University of Chicago. Please have the same placed to the credit of the University Elementary School and inform Mrs. Linn of receipt, and oblige,

Yours truly,

John Dewey.
University of Chicago

Nov. 5, 1926

Dear President Murphey:

I enclose a check from Mr. A. J. Lynd for one

promissory note which I have endorsed to the order of the University

of Chicago. Please have the same placed to the credit of the University

of Chicago School of Jurisprudence and Administration.

Yours truly,

[Signature]

[Identification of sender]
The Univ. of Chicago  Dec 3,  1898

Dear Dr. Harper,

In response to your request for suggestions for the Summer quarter, the senior men at Lamb of Edinburgh are to have fish at least a few times during the week, and perhaps one with champagne might be included. The case of one of them was suggested with regard to beer.

He also mentions the B. Acton of Milwauke, as a first man with reference to modern schools.

Sincerely,

John Doe
University of Chicago,
January 16, 1899.

Dear President Harper:

I have just sent to the Comptroller a check for $20 from Mr. R. R. Whitehead of Santa Barbara, California, which he sent me as a New Year's present for the Elementary School. This is an interesting fact because it comes from such a distance, and Mr. Whitehead had simply visited the School one day last fall.

Yours truly,

John Dewey.
Dear President:  

I have just seen the Graduate Admissions Office for the Graduate School of Business Administration and have seen the letter from the Committee on Graduate Admissions. It seems to me that a new year is a good time for the Graduate School to make an inspection of itself and its progress. I hope that the letter from the Graduate School will be of use in your future decisions.

Yours sincerely,

John Dunbar
University of Chicago,
February 10, 1899.

Dear President Harper:

I thank you for Mr. Sisson's letter of the 7th. I should be inclined to agree with him at least in his objection to the term Pedagogy. In some institutions the work is called Science and Art of Education, but that seems to me rather elaborate. Education would be simpler, and still it might be objected to on the ground that such a term would most naturally apply to all the work of the University. I am not sure however but it is the best title available.

Yours truly,
John Dewey.

Dr Harper
Noted and returned.

Peoria, Feb 17 99

F O Sisson
Dear Professor (Name)

I thank you for your statementletter of the

I hope we can follow through on this plan if we can.

I'm sure the students will find this plan of great benefit to them.

Sincerely,

[Signature]

[Name]
University of Chicago,

March 6, 1899.

Dear President Harper:

I enclose herewith a check for $200 from Mr. E. B. Butler to be placed to the credit of the Elementary School account. I enclose also a pleasant note from him. You will be interested in knowing that the check is the result of a forenoon's visit to the School, and that the work impressed him so favorably. I enclose his note however, largely on account of the latter part of it. This sort of statement or inquiry comes before me frequently and I am always embarrassed in replying to it. Of course I explain that the University in any case has no funds except such as are given it by some one. The point that is made in reply however, either directly or indirectly is that it is understood that Mr. Rockefeller duplicates all funds given to the University and that if the University does not turn over any of this to the School it simply means that the University is making revenue for its own purposes out of the School. When the matter is put thus to me even in an indirect way I confess I find it very difficult to make any reply. The impression I fear is gaining ground that the arrangement is not altogether an equitable one.

Yours truly,

John Dewey.
University of Chicago

March 6, 1939

Dear Dr. [Name],

I enclose here a check for $800 from Mr. [Name] in fulfillment of the promise made to the trustee of the elementary school fund.

I hope to be able to purchase a number of the elementary school books for the school at the rate of three dollars per volume. I enclose in the same envelope a list of these books.

I am interested in knowing that the check of the sale of a large number of books at the school and that the work of the school has been successfully completed. I enclose a note on the subject of the school and the letter of the principal of the school.

The note however, neglected to mention the fact that I have been able to send a copy of the work and some other papers to the principal and to the school.

I am not aware of any intention on your part to purchase some of the books at the school.

The only point I disagree with is the letter of the principal, and I think it may be of interest to you to read the following:

[Letter from the principal]

Yours truly,

[Name]
University of Chicago,
March 8, 1899.

Dear President Harper:

I have yours of the 7th with reference to the communication from Mr. Butler. I am glad to have what might be termed an official statement in the matter, as of course it carries a definite force which no explanation on my part, of necessity more or less presumptive by nature, could possess.

I do not know however, just how to interpret your last sentence, which I take the liberty of quoting to you: 'If the Trustees were aware of the fact that this feeling exists on the part of contributors, I am very much inclined to think they would be in favor of disbanding the School at once.' A disposition on the part of the Trustees to abandon the School simply because a feeling of uneasiness exists on the part of those who have evinced their interest by large and continuous subscriptions, appears to indicate a very small degree of sympathy with the School in general. If, (quite apart from the temporary inability of the Trustees to contribute financially to the support of the School ) the School does not command the positive sympathy and interest of yourself and the Trustees; if they do not look forward to more favorable conditions - financially - when the School shall become an organic part of the University proper, I should quite agree with you in any proposition to disband the School at once. The expenses of the School must continue to increase for at least four years. The time has come I think, when there should be some more definite knowledge of the relationship existing between the School and the University in general,- not merely as to what the Trustees can do financially, but concerning
University of Chicago
March 8, 1936

Dear President Harper:

I have home of the AIP with reference to the communication from Mr. Butler. I am glad to have your thoughts on the matter, of course I consider it entirely an official statement in the matter, as of course it centers a definite topic which I would like to express in my part. As necessary more on your pleasure.

I do not know, however, just how to interpret your letter regarding the School of Science. In the letter, which I take the liberty of quoting to you: "If the Trustees were wise, the last thing they need aside on the part of the..." I must say I am very much interested to think they would do in favor of the Trustees. A disposition of the kind of the Trustees to expand the School simply because a feeling of necessity exists on the part of the Trustees is not one that can by any means of experience justify a very small gesture of sympathy with the School at least. If (from some funds from the Temporary Institute) the School at the request of the Trustees to continue financially to the support of the School, the School does not command the necessary sympathy and interest of the Trustees, I am not likely to do favor to the Trustees. I feel the Trustees will become an organization financially. I am not convinced of your statement regarding the School. As you have told me, The time has come must continue to increase for at least two years. The time has come I think we have enough to come more extensively acquainted with the letter.

In regard to the relation between the School and the University in general, we must not worry or worry the Trustees. can go financially and continue.

Sincerely,
their whole attitude, present and prospective.

In case the Trustees do feel in sympathy with the project of the School, I cannot refrain from adding that I am confident that it would be the best possible policy for them in some overt way to make known their attitude. It would have a very reassuring effect I am confident; and all the more so, if it seemed to come with some initiative and spontaneity on their part, and not as a consequence of any outside pressure.

I am

Yours truly,

[Signature]
Their whole attitude, pleasant and progressive.

In case the Trustees do feel in sympathy with the project.

If the Trustees do feel in sympathy with the project, I cannot entertain from itching that I am confident that I would be the best person to do it in some part of the work, knowing their attitude. I would have a very reassuring effect on my confidence, and still the more so. It is meant to come to some initiative and opportunity on their part, and not as a consequence of any confidence present.

Yours truly,

[Signature]
Nov 16 99

26 Jefferson Ave

Dear Mrs. Harper,

Due to my absence from the University, I have not yet been able to write to you as to the last information regarding the admission of Miss Young. I am inclined to think that she is in a little out of the way and should not have been admitted. I am not sure whether the matter is in the hands of the Committee or not.

Yours truly,

[Signature]

Phil. {}
December 21, 1899.

Dear President Harper:

With reference to the budget in the Department of Philosophy and Pedagogy, I am prepared to make the following recommendations and suggestions:

1. I am glad to take this opportunity to repeat my recommendation for the promotion to Associate Professorships, of Assistant Professors Mead and Angell.

2. I desire also to repeat my recommendation of last year for an additional instructor to give his time mainly to experimental psychology. This is the chief need of the department on the side of instruction at present. It would relieve Professor Angell of the drudgery and routine work which he is now obliged to assume, and enable him to devote himself more effectively to the research work of the graduating students, largely increasing not only the amount of good research which could be done, but also the amount of material that could be prepared for publication. It would also enable him to give more attention to certain aspects of general or theoretical psychology than is now practicable. Such a move as this is absolutely necessary.
December 27, 1939

Dear President Hankey:

With reference to the position in the Department of Philosophy and Psychology, I am hereby to make the following recommendation and suggestion:

I feel I may take the opportunity to accept my recommendation for the promotion to Associate Professorship of Assistant Professor Mr. and Mrs. [illegible]

As I desire also to report my recommendation of Professor [illegible] for the position of Assistant Professor of Philosophy and Psychology. This is the first need of the Department on the advice of information at present. If there is no opportunity to accept, may perhaps be harmful. I have not been able to accept and have more fully been the responsibility of the research work of the department's subject. Properly impressed not only the amount of research that could be benefited for publication. I would also suggest him to give more attention to certain aspects of general or theoretical psychology than to how practical. Such a move as this is absolutely necessary.
if we are to compete on anything approaching even terms with Harvard, Columbia, and Cornell.

In view of the increasing size of the under-graduate sections in the required work, provision should be made in the budget for $300.00 for extra instruction—three courses at $100.00 each. It is not certain that this would all be required, but provision should be made for it in advance.

3. The appropriation for books and periodicals should not be less than $400.00. This is a minimum figure. Our appropriation for this year is already exhausted, and we are not able to purchase any books at all. To enable us to fill important lacunae in the library, as well as to keep up with current publications, we should have $200 or $300 more than this sum.

4. Professor Angell made a special report to you last year on the needs of the psychological laboratory, showing that the sum of about $1,000 was needed to put it into condition for most effective work. I take this opportunity to repeat, and endorse, the request for such a special appropriation. Aside from this the sum of $400.00 is imperatively needed to meet current expenses, and supply, even in a crude way, the apparatus which the research students need. Both last year and this the work of the laboratory was seriously hampered by the inadequate appropriation.
If we are to compete on any scale with European work, we must be able to make a budget for $50,000 for extra instruction, which course we feel sure will be necessary. But provision should be made for it in advance.

In view of the interest taken in the under-graduate sections in the teaching work, provision should be made in the budget for $50,000 for extra instruction--three courses at $1,000 each. It is not certain that these would all be required.

3. The appropriation for books and periodicals should not be less than $50,000. This at a minimum price would permit us to purchase the best books at the best price. The periodicals are of great importance as we want to make the library as well as we can with our present帮助. A summary we should have $50,000 or $60,000 more than this amount.

A. Professor Agrell made a special report to you last year on the need of the books of the psychological laboratories abroad. The sum of $40,000 was needed to put the new equipment into operation. I take this opportunity to report, and urge the need for such a special appropriation. The need for the laboratory is urgent. To delay the appropriation now is to make it necessary to delay it in the future.

A. If books are not bought and supplied, many will be in a sense very expensive, and will become an element of expense. Both last year and this year the work of the laboratory has seriously hindered the improvement of the instruction.
5. I do not know whether the printing of the Departmental Programs is charged to this item or not; nor if so what the amount of that charge is. Apart from such a charge, $50 would meet the needs for current supplies, unless the department is to be moved and we have to consider the question of blackboards, desks, and other furniture. Our present appropriation is $100.00. Unless, as suggested above, a considerable portion of this is applied to departmental programs, it would be better to cut it to $50.00, and add the other $50.00 to the permanent equipment fund.

6. In case departmental appropriations are made for printing, aside from regular journals and books, I would request an appropriation of $200 for a series of "Contributions to Philosophy;" if departmental appropriation is not made for this purpose, that the equivalent of such a sum be put into the general printing appropriation. I request also the continuation of the subsidy of $50 to the Psychological Review.

Summing up I may say that the real urgent needs of the Department of Philosophy are: (1) Additional instructor for experimental psychology; (2) an increased appropriation for books; (3) increased appropriation for laboratory equipment.

Regarding the matter of the Pedagogical Department, I do not see that specific recommendations can be made until the
I do not know whether the publishing of the Department of Education's program to change the speed of our public transport is to meet the need for increased supply, unless the government is to be moved and we have to continue the discussion of the Black Paper. The general education, for a substantial portion of the total income to be derived from the sale of educational programs, is to be better to include to 500,000, any and may be other 500,000 to the Department.

In case the government subscription were made for

"Principle" sales from regular income and gains. I would recommend an improvement of 500,000 for a service of "Registration. It is government subscription to meet the demand. At a time when the government of the Educational Improvement I recommend the Constitution of the amendment to the Educational Improvement Review of the majority of 500 to the Educational Improvement Department.

Department of Education: (1) Additional Information for Department of Education; (2) Accessibility Information for Department of Education; (3) Increased Information for Department of Education.

Regarding the matter of the Department of Education, I go not see great specific recommendations can be made until the
The future status of Mrs. Ella F. Young is decided. As I have received the request for material for the next program to be sent in by January 15, it would seem advisable to have this matter adjusted as soon as possible. I need hardly express a formal recommendation that she be appointed to an Associate Professorship. If that is done, the department will be upon an excellent working basis for the next year.

The other items of the budget may suitably remain as they are this year, save that an increase for the library is earnestly needed. Mr. Locke is developing a different line of work along the History of Education, and we are lamentably weak in the direction of histories of schools and educational institutions. Mrs. Young will also have special needs as regards books. The appropriation should be $400 at least.

I regret that it is not possible for me to make at present a full statement regarding the summer quarter. Mr. Tufts will undoubtedly be present. I shall probably be so for six weeks. Mr. Angell possibly, but hardly probably. Mr. Moore wishes to remain for six weeks. Miss Bulkley and Mr. Thurber will undoubtedly be here for all or part of the summer. Mr. Locke has had no vacation for several years, and I think it desirable that he should not teach in the summer.

There are no irregularities as regards time or amount of work as compared with vacation at present in our department. Mr. Tufts and Miss Bulkley both take their regular vacations in
I have recently received the

The current status of the budget may seriously hinder the development of different projects. I need to develop a different plan to meet the emergency needs. The current budget is not sufficient to meet the immediate needs of the department, and we are facing financial difficulties.

The department's monthly budget is 

I regret that it is not possible for me to submit a full and detailed letter regarding the current situation. I will provide a brief and summary report of the current state of the department. We are facing financial difficulties, and we have to make difficult decisions.

Mr. John is the project manager, and I think it is necessary to discuss these issues with him. I hope we can work together to improve the situation.

There is no improving situation as negative time is imminent.
the spring instead of in the summer. Mr. Angell gives regularly three courses in the fall, but has not, so far as I know, ever asked for additional compensation therefor. Mr. Moore gives three courses per quarter, but that I understand is according to the terms of his contract. The rest of the department give two courses per quarter.

Yours truly,

John Dewey.
I regret to inform you that Mr. Moore has given three consecutive days notice of his resignation. He has been a valuable member of the staff and I feel that it would be unfair to cause him further inconvenience by requiring him to remain beyond the end of his notice period.

Kind regards,

[Signature]

John Smith
December 21, 1899

Dear President Harper:

I enclose, endorsed to the University, Mrs. Linn's check for $1000.00 for the Elementary School fund for the current year.

I am also glad to be able to report that a gift of $1000 toward the one million needed, has been made. Mrs. Mary Castle of Honolulu has promised that amount to the Elementary School for the current year. This will enable us to carry the French and Gymnasium salaries, hitherto unprovided for after the first of January, and also to meet some other much needed expenses. I will forward a statement of details soon.

Yours truly,

Enc

John Dewey
Dear President Harper:

I am happy to be able to report that a gift of $10000 towards the endowment of the Elementary School Fund for the University of Chicago has been made.

I am also glad to be able to report that a gift of $1000 towards the one million needed for the completion of the new Elementary School for the University of Chicago has been made. I am glad to be able to report that the funds have been raised, and that the new Elementary School for the University of Chicago will be opened in October.

Yours truly,

John Anderson
My dear Professor Dewey:

Could we use Edward S. Ames to advantage in the summer quarter? The cost would be merely nominal.

Very truly yours,

[Signature]

Yes, I think so. Needed for work in the history of philosophy. Do not know how far he would be valuable for advertising that among privileges.

[Signature]
February 3, 1900.

Dear President Harper:

I wish to leave with you a memorandum of certain matters which, so far as I know, are unsettled, and also certain suggestions regarding certain possibilities which might be carried out in the future under certain contingencies.

In the first place I wish to bring up a matter which I referred to in my early report in connection with the budget: the need of an additional instructor in experimental psychology. I would suggest the following as a possible method of arranging this matter at present the laboratory assistant receives $500. So far as can be judged by the great increase in the number of Senior college students, in the next year $200 or $300 will be required for additional sections in the required work in philosophy. My proposition is that (in case it is not possible for us to have an additional appropriation of $1000 in our philosophical budget) these sums be consolidated and the $200 or $300 additional necessary, be especially appropriated, thus giving a salary of $1000 for the instructorship. Then we would get along for a year or two with student assistants in the laboratory—say two. Miss Thompson takes her degree this year, and would be available I think for such a position; she certainly is so far as her ability and training are concerned.
Dear President Warden:

I wish to leave with you a memorandum of certain facts and figures which I think you should know, and which I believe to be of importance to you in the future under certain conditions.

In the first place I wish to point out a matter which I have long been following, and which I submitted in my early report in connection with the budget.

I refer now to the additional information in the annual report, concerning the need of additional equipment in the laboratory and the need for the following as a possible method of securing the necessary equipment.

I have been informed that the laboratory budget for the current year is $800.

If any increase in the number of students will be required, as it is, it is necessary to have an additional appropriation of $800 in our budget.

In case of failure to have an additional appropriation of $800 to $1000 for the laboratory equipment, the additional amount will have to be made up by an increase in the number of students, which will not be satisfactory.

I think this is a point of some importance, and I am sure you will agree.

Sincerely yours,

[Signature]
In case Mr. Angell goes on as at present, I should like to suggest the appropriateness of his being given some recognition for the third or extra course which he carries every year during one quarter. I do not mean that this should be retroactive, but would like to recommend that in the future he receive some credit in the way of vacation for this extra course.

I have as yet received no positive information as to whether McMurray and James are to be here in the summer or not in pedagogy.

If Thurber’s resignation is to go through, I wish we might settle as soon as possible the disposition to be made of the $1500 thus released for the department of pedagogy. I suppose one alternative is to use the money as at present in combination with an appropriation having reference to service for the affiliated schools. Another would be to treat it as an independent item and get somebody for a $1500 salary. Still a third, and one to which I am much attracted, is to use the sum in a variety of ways in strengthening work already undertaken. I have already written you regarding the possible use of $500 of the sum in promoting Locke. I think it might be desirable to use $400 or $500 of it in getting an assistant in pedagogy, the Elementary School adding $200 or $300 to this and the person dividing his services. I should not have thought of this merely on general principles, but have a particular person in mind, viz: Mr. Harvey A. Peterson who graduated here some three years ago, having special-
In case Mr. Appleton cares or as of present, I am [illegible]

To suggest the appropriateness of the patent given some recognition
for the kind of service some which he serves any help coming
one direction. I do not mean that this should be recognized
and would like to recommend that in the future to receive some

I have an excellent recommendation on positive recommendation as to
whether Mr. Atkinson and James may be there to be there in the summer or not

In Bega.

It's true that my friends to go to Sydney, I wish we
might settle as soon as possible the question of Bega, and
I have been able to use the money as it has been in competition
with any other position having reference to service for the chapter
of seacoast. Another would be here if it is not far and one to

and wants somebody for a $1200 or $1300 or $1400 or

I have always been interested in service for the chapter;
I have always been interested in the chapter;

you are going to the chapter. $500 or $600 or $700 or $800

I think it might be feasible to say $500 or $600 or $700 or $800

as assistant in Bega, the Elementary School Society.

I have always been interested in the chapter;

he thought a position in mind, viz.: Mr. Hone

but have a position there in mind, viz.: Mr. Hone.
ized in pedagogy, philosophy and psychology, and who after being principal of a ward school in St. Louis, is at present holding a fellowship in education at Harvard. I think he would be a valuable man to get hold of, and might, in time, become the needed principal for the pedagogical school, but do not know him well enough to be sure of this. The position of assistant spoken of, would enable us to test him. The need in this direction is very great, and much more depends upon our finding the right person of this kind than I can indicate in this memorandum. There is nothing which would give me personally more satisfaction, and which I think would be of more benefit both to the department of pedagogy and the school, than to make some move in this direction.

Some of the teachers in the pedagogical school now have their work there and their material sufficiently well in hand so that it is possible and highly desirable that they should give courses in the University. I should suggest that the remaining $500 be utilized in this way, paying perhaps $200 to one person, and $150 to two others. Of course if they give time to this, it will mean that some one else will have to be got in the School. The School could assume this latter salary next year, but not those necessary to pay for the University courses. I regard this again as a matter of very great, almost fundamental, importance, and hope that you will be able to give it favorable consideration.

The matter of detail which I should like to talk over with you, before the work for next year is finally arranged, is
In regard to the Bachelor of Philosophy and Bachelor of Science in education at the University, I think it would be advisable to point out that the need for more philosophers and mathematicians is very great, and more men are needed now than in the past. I think that, in this regard, there is a need for more education in the field of education and in the field of elementary education. The need for more education in these fields is very great, and more men are needed now than in the past.

There is a need for more education in the field of education and in the field of elementary education. The need for more education in these fields is very great, and more men are needed now than in the past.

Some of the teachers in the Teachers College have been working on their own and their work has been well done. I think that it is important to have a good understanding of the work that is being done and the methods that are being used. I think that it is important to have a good understanding of the work that is being done and the methods that are being used. I think that it is important to have a good understanding of the work that is being done and the methods that are being used.
that Owen and I give a joint course in pedagogy some one quarter in the next year, he having the special responsibility for the secondary part and I for the elementary, in order to facilitate closer pedagogical relationship between the South Side Academy and the Elementary School.

I think also if Thurber’s resignation goes through, that the School Review should be given a more definite status with reference to the department of pedagogy than it has had hitherto.

Yours truly,

John Dewey
first week and I give a sort sort of course in beggars on some one day.

in the next year, I hope to have the special responsibility for the
secondary part and I to the elementary in order to facilitate
cooper beegogorl relations between the South Side Academy
and the Elementary School.

I think also if Thompson restoration goes stronger, that
the school review would be given a more definite status with all

some to the department of beggars on the day that happens.
August 13th, 1900.

My dear Professor Dewey:

I have tried two or three times to get hold of Noonan, but he is out of the city. Since then my mind has gone to Dr. Butler, now President of Colby University. His work with the teachers here this summer has been magnificently successful. He had nearly two hundred teachers in his class, showing them how to teach English literature. He has been teaching psychology, as you know, for five years. No man whose name has yet been mentioned would be half the power in the field, with the schools, that Butler is, and I am persuaded that he would accept a proposition to come. What would you say? I will speak to Tufts, and ask him to write you his impression of Dr. Butler.

Very truly yours,
I hope to hear from you soon.

Love,
Yours sincerely,
January 14th, 1901.

Mrs. Nellie B. Linn,
2709 Michigan Avenue, Chicago.

My dear Mrs. Linn:

It gives me great pleasure to receive your kind letter of Saturday and the enclosure for the Elementary School. I can assure you that there has been no inconvenience.

I am very anxious to see you some time soon, for I have something to tell you which will, I am sure, be of extreme interest. A very interesting crisis, of one kind or another, is at hand in the affairs of our Elementary School.

With great appreciation of all that you have done, I remain

Very truly yours,
Mr. Heflin & Family,

Mr. & Mrs. Heflin, Aimee, Gene & George,

My dear Mr. Heflin,

It gives me great pleasure to receive your kind letter of recommendation for the Memmert School. I am sure you that there has been no misunderstanding. I am very much pleased to see you some time soon so I have something to tell you which will interest you of extreme interest. I am sure of one kind of another to be heard in the matter of the Memmert School.

With great appreciation of all that you have done, I remain,

Very truly yours,
Dear Dr. Harper,

Enclosed you will find check for $100.00 for the Elementary School.

I trust this delay in sending it has caused no inconvenience.

It has been necessary for me to take the responsibility of my brother's children.
Consequently next year I shall not be able to do as much as I have this year for the school. However, my friends are increasing and I shall hope always to be of some assistance. Trusting you have the best of reports from Mrs. Harper.

Sincerely yours,

Bettie B. Linne.
Dear Sir Harper,

Enclosed is a check for $3,000.00. There is $500.00 yet to be sent in, to make the full amount subscribed for the University School.

Very sincerely,

Zellic B. Zinn

Oct. 3, 1901
January 14th, 1901.

My dear Mr. Rust:

Enclosed please find check of Mrs. Nellie B. Linn for one thousand dollars, to the credit of the Elementary School.

Very truly yours,

W. R. Harper
Mr. Dear Mr. Hunter:

Morover please find below:

Mr. Neville. I think for one showing good times.

the secret of the Westminster School.

Very truly yours,

W.R. Hunter.
Dear President Harper:

I have a similar letter to yours of the 11th from President Butler, only going somewhat more into detail. A hitch is practically in these two points:

I had supposed that Mr. Butler could give practically the same course that he gave last summer in the English department, and had made that suggestion to him. Upon conference with Professor Manley it turned out that Dr. Reynolds was to give that course in the English department, and for obvious reasons the departmental courtesy forbade Mr. Butler’s doing what would seem to the English department to duplicate a course provided by them. Accordingly I wrote to Mr. Butler suggesting that practically the same end might be arrived at by modifying the title of the course and changing its content to some extent.

2. He suggested that he give a course in Introductory Psychology. This was rendered impracticable from the fact that the psychology is given as a double minor the first term, and the ethics must follow as a double minor the second. I may say to you what I had not thought it necessary to say to him, that I should not feel free to suggest this course to Mr. Butler unless the matter were entirely satisfactory to Mr. Angell. I have always treated the psychology as, in effect though not in name, a sub-department of which Mr. Angell is the head, and should not wish to do anything which might appear to depart from the prece-dents in this matter.

I shall write to President Butler at once indicating two courses that I think he can give with satisfaction to himself as well as to the students in the second term. If he still feels, however, that this arrangement is undesirable, it might be wise to consider Mr. Butler’s proposition favorably.

I enclose a copy of my letter to him.

Yours truly,

John Berry
President Nathaniel Butler,
Waterville, Maine.

Dear President Butler:

We shall be sorry indeed not to have your services next summer. Before coming to any final conclusion in the matter, I would make the following suggestions as I think my last letter was probably not quite explicit enough.

First, with reference to the suggested course in secondary school methods and materials. The question in my mind was whether it would not be possible to utilize the material which you already have regarding the teaching of English, supplementing it somewhat by a similar treatment of some or two other topics; possibly history or the languages—especially the literary aspect of the latter. My ideas were not so much to suggest a radically different course as to give a different title and make such incidental changes in content as would avoid any suggestion of conflict with the English department.

Second, there would be no difficulty in having a text in the cooperative school systems. I must beg your pardon for not having sent you the promised material before this. I enclose it herewith.

I hope these suggestions will make the difficulties regarding the summer work appear much less serious to you—indeed I venture to hope they may remove them entirely.

Regarding the more general question raised, I may say that I not only foresee no difficulty in the adjustment of your courses in education (in spite of the purely local and transitory obstacles of the summer quarter), but anticipate a very great strengthening of the department of education.

Regarding specific work to be done, I do not know whether I can add anything of value to what has been brought out in our previous correspondence. The important thing I take it will be to utilize the results of your work with the cooperative schools taken in connection with your own insight and past experience in such a way as to make them helpful to the large number of our students who expect to go into secondary school work. As you suggest, this will be somewhat easier after you have actually got into the work with the cooperative schools; but on the other hand I think the preliminary course in this summer quarter will be of mutual advantage.

While work along these lines suggests itself most naturally, there is of course not the slightest wish to restrict you in any way to it. If you wish either during the summer or any time during the year, to give a course of a more general character upon the philosophy of education (discussing that as its ends and methods in general), it would be most heartily welcome. If your interests should lead you along the line of advanced studies in the history of education (Mr. Locke already gives an elementary course in that line), this would be equally welcome.

In one way I feel that even these suggestions are unnecessary because I am so confident that after you get on the ground the difficulty will begin to find enough courses, but to choose among the many possibilities which will present themselves.

Sincerely yours,

[Signature]

John Denver
April 13, 1901.

Dear President Harper:

I presume my statement of a week ago that the proposed salary of $6,000.00 is not satisfactory, is understood. But as my previous remarks to the same effect were not taken as conclusive, I would state again that I cannot do the proposed work for less than $7,000.00.

I have been thinking over the points you raised regarding the continuance, under the parents' auspices, of the work of the Elementary School as a laboratory of the Department of Education. One of the questions read to me was regarding my own attitude in the matter. In reply to that I wish to state that I am not only willing to go on, but that I consider it a matter of justice to the work of the School, to the parents and teachers and to myself, that the opportunity to go on be taken advantage of. The argument continuously brought up in previous negotiations, that there was no financial provision for going on with the School, no longer has any force.

As I have stated from the first, it is absolutely impossible for Colonel Parker to carry on the educational work of the Elementary School. This is a matter wholly apart from any question of the relative merits of the two schools for children. It simply means that a laboratory of a University department, whose chief end is to find out things in a scientific way, is a totally different matter from a practice school conducted as part of a professional school. A proposal to give up an educational laboratory because a professional school is to be attached to the University, is on the same level as would be a proposition to give up a laboratory of physics because an engineering school was to be founded.

A refusal on the part of the University authorities to accept the proposal made, could hardly be interpreted otherwise (either by myself, the friends and parents of the School, and the educational public throughout the United States, interested in and acquainted with the work it is already doing), than as a sacrifice of work of scientific status to the supposed needs and conveniences of a financial administrative transaction.

I am confident the University authorities cannot fail to see this point when it is presented to them.

Yours truly,
TEACHERS COLLEGE  
COLUMBIA UNIVERSITY  
NEW YORK  

April 17, 1901.  

Pres. Wm. R. Harper,  
Chicago University,  
Chicago, Ill.  

My dear Pres. Harper:  

I have recently heard the report that, owing to new arrangements in regard to the Blaine School, the Experimental School heretofore conducted by Dr. John Dewey will be discontinued. I write to you especially to state that I hope this latter school may still be continued, in order to give Dr. Dewey the same opportunity for his own experimental work as heretofore. Dr. Dewey's thoughts on education, largely obtained by his contact with this school, have been my richest source of new material during the past two or three years, and I believe that any arrangement which would deprive him of full freedom for such experiments as he has made heretofore would prove a real calamity to the cause of education.  

In the sincere hope that Dr. Dewey's Experimental School may be allowed to continue its existence, I remain,  

Yours truly,  

[Signature]  

Professor Theory and Practice of Teaching.
President W. R. Harper,  
Chicago University,  

February 22, 1901  

Dear Sir,—The importance  
I attach to Dr. Dewey's experiments  
relate to a laboratory and the  
nature of its possible dissemina-  
tion has made me  
bold to address you upon the  
subject.  

I am convinced that  
educational America will  
be a great loser if Dr. Dewey's  
freedom of opportunities are  
in any way curtailed.  

Most respectfully yours,  

John W. Hall  
Fellow in Education  

April 19, 1901  

Columbia University.
Professor John Dewey
Chicago, Ill.

My Dear Dr. Dewey:

It is perhaps an unwarrantable intrusion in Chicago affairs but this school is so vitally interested in your work & in your experimental school that I made bold to address a letter to President Harper, of which letter I send you a copy.

Sincerely yours,

[Signature]

19 April 1901
Copy

Pres. William R. Harper,
University of Chicago,
Chicago, Ill.

My dear Sir:

The friends of education all over this country have deplored the possibility of the discontinuance of Doctor Dewey's experimental school. The inspiration and quickening that have gone out from that school during the last two years have done more for elementary education than the people directly interested in it have realized. If there is any possible way of continuing this school there is a fervent hope abroad that the University of Chicago will find that way.

Very truly yours,

Myron T. Scudder
Principal
Mr. William O. Harper
Ministry of Chicago
Chicago, Ill.

My dear Sir:

The President of the Association of American Universities, a body of the most influential educational institutions of our country, have expressed the possibility of the Association of Doctor Dealey's experiment, a school which you have spent the last two years in creating and parent. He has been instrumental in moving the people actively interested in the field of education from the Australian University to the possibility of a new experiment of this sort. Chicago will find that way.

Very truly yours,

Principal
Pres. William R. Harper,
University of Chicago,
Chicago, Ill.

My dear Sir:

The friends of education all over this country have deplored the possibility of the discontinuance of Doctor Dewey's experimental school. The inspiration and quickening that have gone out from that school during the past two years have done more for elementary education than the people directly interested in it have realized. If there is any possible way of continuing this school there is a fervent hope abroad that the University of Chicago will find that way.

Very truly yours,

Myron T. Scudder

Principal
Mr. William H. Harper
University of Chicago
Chicago, III.

My dear Sir:

The theme of education still ever this country have
explored the possibilities of the institution of Doctor Dewey's
experimented school. The institution any institution that have
come out from that school during the past two years have gone
more for elementary education than the people generally interested
in it have supposed. If there is any possibility now of continuing
the school there is a remote hope that the university of
Chicago will fill that way.

Very truly yours,

Practitioner

[Signature]
President William R. Harper,

The University of Chicago,

Dear Doctor Harper:

It is with ever increasing interest that I learn of the wonderful development of The University of Chicago, and it was with special interest that I learned of the union of The Chicago Institute with the University.

It is however with regret that I have heard it rumored that Dr. Dewey's Experimental School is to be dropped. I feel that Dr. Dewey has done a wonderful work through his school for the cause of education and that, if the experiment were continued, much more might be done for education and the growing reputation of the University. Permit me to express the hope that in the organization of The School of Pedagogy it may be deemed wise to preserve Dr. Dewey's Experimental School.

Thanking you for previous kindness and wishing you every success, I remain

Yours truly,

Frank P. Bachman A.B '98

Fellow in Education, Columbia University, and late Supervisor of Practice, State Normal School, Valley City, N. Dak.
JOHN W. DANNER & Co., NEW YORK
R. W. STILES, 1901

President William E. Herber
The University of Chicago

Dear Doctor Herber,

I am with great interest interested in the development of the University of Chicago, and if I were with special interest interested in the union of the Chicago

Institute with the University.

I am pleased to report that I have received the letter from
Dr. Dewar's Experimental School to go to Chicago. I feel that Dewar's Experimental School is going to be more

instructor and will make the great addition of the University. Permit me to express the hope that in the organization of

the school at Boston I may be given the pleasure of being in Dewar's

Experimental School.

Thanking you for your kindness and wishing you every

success, I remain

Your truly,

A. R. Palmer

Head of Department of Commercial and Industrial Science

A. R. Palmer, M. S.
April 20th, 1901.

Prof. F. M. McMurry,
Columbia University, New York City.

My dear Professor McMurry:

I am in receipt of your letter of April seventeenth concerning the Elementary School. I think I can assure you that its interests will be well taken care of in the new arrangements necessitated by the uniting of the Chicago Institute and the department of pedagogy of the University.

Thanking you for your kind words, I remain

Very truly yours,
April 20th, 1967

P. T. M. Kompan

Columbia University, New York City

Mr. Gerald Roberts Kompan:

I am in receipt of your letter of April seventeenth concerning the Henderson School. I think I can assure you that the Interests will be well taken care of in the new arrangement. The text of the minutes of the Chicago Institute and the Department of Physics of the University will remain

Thanking you for your kind message I remain

Very truly yours,
Berkeley, California April 23rd

Dear President Harper—Some time ago I saw in the newspapers an account of the passing over of the Chicago school of Pedagogy into the control of the University. A little time after, a note in Science referred to the training schools which the University would hereafter conduct, saying that the primary and grammar school work would all be in the hands of Col. Parker, as I was very much interested in Dr. Dewey's Experimental School, I have been trying to find out what is to become of that work and as yet I have met with no success.
As a faithful son of the University, and at the same time a representative of a widespread sentiment among teachers with regard to it, I would like to petition you to continue that work also. I regard the school as the most important pedagogical experiment since Harvard and the University of Chicago can be of no greater service than by carrying the experiment to its conclusion. I might tell you why I and a number of others in pedagogical work in the universities regard the Department of Chicago as the best in the United States, but that would be an old story to you.

I humbly beg your pardon for thus addressing you but I cannot meet with the Senate and so must speak out soberly.

Very sincerely yours,

Emery Carroll Moore
Old friend, how do you do? The commercial and industrial depression here has been severe, and I have been out of work for the past few weeks. I'm glad to hear from you. What have you been doing since we last met?

I hope to hear from you soon.

Yours sincerely,

[Name]
President Harper,

University of Chicago.

My dear Mr. Harper: I understand that a number of friends who have been more or less interested in Dr. Dewey's experimental school are exerting themselves in behalf of its continuance in spite of the proposed abolition. Will you permit me to add my thoughts to that of others? I have had considerable opportunity to judge of the value which the work of this experimental school has been to the educational world at large and I believe that it is not an exaggeration to say that nothing among all the educational experiments of recent years has had so far reaching effects upon educational thought and practice as Dr. Dewey's efforts at an entire reconstruction of the method and constitution of educational work. I know, too, that educational people have come to look to this school for future light and suggestions. Whether any one of us aside from Dr. Dewey will ever think as he does or put into practice as he is trying to do, is wholly immaterial. He has, through the instrumentality of his experimental school, been a wonderful stimulus to all of us. And the instrumentality has been the chief factor in enforcing the value of this thought. During the past year no line of thought has been more prominent in our discussions on this coast than that set forth in Dr. Dewey's educational writings especially with reference to his experimental school. I am sure
President Hoge,

University of Oregon

My dear Mr. Hoge: I understand that a number of teachers who have been more or less interested in développé teaching school have been expressing desires to enroll in some of the courses in dance of the modern department. Will you be able to offer any courses in this field? I have had conversations with a number of them to the effect that the tuition would be large and I believe that it is to not so ex-                              

sistence to pay that portion amount of the substantial expenses which is necessary to the maintenance of my own course and no are willing to make any money of my own to put into the enterprise any more than an ordinary teacher. I know several people who have come to look to the school for financial support and who desire to have the same take on their own.

The term of the school will start in May and you can expect to have the training class well under way by the time this letter is to be received. He is the head of the important work of the department and the representatives have been the art to the date of the first of the year. The art of the school is to provide the art of the school. My wife and I have been prominent in the art of the school.

This course plan that set forth in the developpè department with reference to the developpè school. I am sure
that a great many on this coast would rejoice to know that it would be possible to have the school continued in the future. I am,

Very truly yours,

Charles C. Van Lew
That a great many on the coast want to know that
I formed the possibility to have the school continued in the future.

Yours truly,

[Signature]
April 20, 1901.

Dr. E. F. Harper,
Pres. University of Chicago,
Chicago, Ill.

Dear Doctor Harper:

A good many of us who are interested in Dr. Dewey's experimental school are wondering what is to become of it under the new combination. We assume that the School of Education will have its own practice school, and we fear that you may be opposed to having two such schools in operation, and that as a result Dr. Dewey's school will be dropped. Personally I should regard this as a real misfortune. It ought to be maintained in some way. I understand that friends of the school have raised a guarantee fund for its continuance. I hope that it will accord with your plans to see that it shall not be interfered with. Dr. Dewey merits your present designation as the greatest living educational philosopher, but his philosophy will have slight value as compared with what it might have if he is not to have the opportunity of concretizing it by the application of his ideas to an actual school. I have not been able to make a study of it as yet, but have been looking forward to the time when I should. It is the most unique thing in an educational way that I have ever known anything about. The University of Chicago is doing a good many unique things and this surely cannot be dropped without falling short of the administration that it was established to make. I wish to plead with unusual insistence as a schoolmaster for the continuance of this most remarkable laboratory school.

Very truly yours,

[Signature]

John C. Cook
April 23rd, 1901.

President John W. Cook,
State Normal School, De Kalb, Illinois.

My dear Mr. Cook:

I am in receipt of your kind letter of April twentieth, concerning the Dewey School. I appreciate your interest in its work, and I can assure you that its interests will be kept in mind in the rearrangements necessitated by the union of the Chicago Institute and the department of pedagogy of the University.

Thanking you for writing me upon this subject, I remain

Very truly yours,
President John W. Cook
State Normal School, The Kent Institute
My dear Mr. Cook:

I am in receipt of your kind letter,

...ten of April twenty-seventh, concerning the Teachers' School.

...appreciate your interest in the work and...it seems...that the teachers will...keep in mind...the Teachers' Institute, the Kent Normal School...and the Department of...each of the Universities.

...Thank you for writing me how...subject, I remit

Very truly yours,
LOVELL SCHOOL DISTRICT.

New Haven, Conn. April 22, 1901.

Pres. W. R. Harper,
Chicago University,
Chicago, Ill.
Dear President Harper:-

I have recently learned that the Experimental School connected with the University is likely to be discontinued under the new arrangement by which the Blaine School becomes a part of the Chicago University.

For some time I, and I know it is true of many other students of education, have turned our attention with great interest to the development of this school. It seems as though not only a great part of its accomplishments up to the present time would be lost, but that its great possibilities for the future will also be given up, if the enterprise is abandoned.

In my opinion, every department of education should not only have a Practice School, but also an Experimental or Model School. Columbia University has just received a fund of One Hundred Thousand Dollars to establish an Experimental School, or rather to furnish a building for the one already established. But we in the East are more conservative and less open to change than you in the West, so that it seems to me that there is a field of usefulness for both schools. I have a great admiration for Prof. Dewey and believe that the work which he has attempted in that school is unique and will redound to the credit of the Chicago University, and will make it a Mecca for all students of education.

I had hoped that I might possibly see you on my recent visit to Chicago at the time of the meeting of the Superintendents, but an accident on the Wabash laid me low and I was glad to get home alive. I have fully recovered however and you may be interested in knowing that I am going to give a course of lectures on Systematic Pedagogy in Yale.
LOVELL SCHOOL DISTRICT.

New Haven, Conn., April 22, 1801.

next year. As I was unable to get a glimpse of the Experimental School this year, you will see that I have in part a selfish interest in wishing to see it continued another year.

Very truly yours,

Steved H. Rowe,
Supervising Principal.

(Dictated.)
LOVEL SCHOOL DISTRICT

New Haven, Conn. April 26, 1891.

Next year as I have money to get a library of the Expedition School this year you will see that I have to pass a smaller amount. I am writing to see if continuing another year.

Very truly yours,

[Signature]

Superintendent of Education
April 22, 1901.

Dr. John Dewey,
Prof. of Philosophy
University of Chicago.

Dear Dr. Dewey;

I believe the arrangements have been completed to make the Blaine School of Pedagogy a part of the University of Chicago with Col. Parker as its head. This impresses me as a most fortunate move and of great value to the University and public educational interests of the country. There is one point, however, of which I am not so sure. The new school will doubtless contain a large practice school and this may tend to do away with your experimental school as being now unnecessary. The practice school is vital to be sure and must be arranged much after the plan of education as it now exists, but the experimental school as you have been conducting it impresses me as quite vital to original investigations in education and therefore necessary. I have several students in my advanced seminar who have spent one or more summers at Chicago University and they have been most impressed and helped by the work in your experimental school.

At Columbia University besides their large practice school they have an interesting experimental school and I believe Chicago University is as favorably situated, if not more so, for the training of advanced teachers. Yours most truly,

[Signature]
Dear Dr. Dewey,

I believe the arrangements have been completed to make
the Ph.D. School of Education a part of the University of Chicago
with Giffen Parker as the head. The importance of a school as a part of the
University of Chicago, where one point of view may be more and of great value to the University and public service,
crossing interests of the country. These are one point, however, in
which I am not to judge the new school with complete confidence. It is
the purpose of this school and this man that they work with your ex-
periment to some extent as being your university. The Ph.D. school
is at first to be sure and must be started wide after the plan of
education as it now exists, but the experiment school as you
have been continually it seems that we are under the charge of
investigation to education and therefore necessary. I have seen
many students in my university and they have been more of
summers at Chicago University and they have been more important
and helpful in the work in your experimental school.

At Chicago University because their large Ph.D. school
they have no experimental educational school and I believe only
this university is as theoretical institutes. It is not more so for the
training of academic teachers. Yours ever truly,
President William R. Harper,

Chicago University, Chicago.

Dear Sir:

Understanding that the question of continuing the Dewey School is under discussion I thought you might care to know what some of us out in the state think of it.

The educational forces up and down the state have been saying and are now saying, "Keep your eye upon the Dewey School for suggestions but don't try to imitate it". The common schools must of necessity be cautious and conservative. Therefore if progress is to be made it must be through the efforts of some school where caution and conservatism are not the determining factors. Such a school is the one in question. If it succeeds educational doctrine and practice will be enlarged; if it fails the common school has profited in having discovered a road to avoid -providing that failure is due to internal weakness and not external force.

Very respectfully,

F. G. Blair
स्मरण न होते असा अनिर्दिष्ट यो वाचनप्रकार असे केल्याचे सावधानीचे असतावे।
तुम्ही कोणत्याही वेळी तुम्हाला त्यांच्या जरीयांमध्ये त्यांच्या नोंदाचे देखावी असेल तर ते आते सायचे नसतील तर हे गुणवत्तेनुसार यावसायाचे नंदन होणारे येते असावे।
Pres. M. R. Harper,
University of Chicago

Dear Sir:—Newspaper report and rumor indicate that we are in danger of losing Dr. John Dewey from the direct work of elementary education. An inquiry by one of Dr. Coulter seems to confirm these reports.

My only excuse for addressing you in the matter is my own deep sense of the exceeding importance of the contributions of Dr. Dewey and his elementary school to the fundamental problems of our public school work. I am sure I do not exaggerate when I say that the loss of him as his school from the immediate study of primary school work will be, in the minds of teachers and supervisors, a real calamity. Doubtless High School problems need the attention of such a mind as his, but the others need him more.

Your line of education are to be most heartily congratulated upon the merging of the Chicago Institutes into your pedagogical department. But this sentiment would have to be greatly modified if the consummation so decently to desired in it self, should be effected at so great a cost as the loss of Dr.
April 24, 1901

DE KALB PUBLIC SCHOOLS,

Newell D. Gilbert,
Superintendent.

DE KALB, ILLINOIS.

Drum and his school.
May I express the very earnest desire that some way
may be found to avoid this exact.

Very sincerely yours,

Newell D. Gilbert
State Normal School

Winona, Minnesota.

April 25, 1901.

Dr. Harper

Chicago University

Dr. Sir:

I beg leave to address you regarding a matter which seems of much importance to the welfare of educational thought in this Country. I refer to the John Dewey Experimental School and its possible discontinuance through the amalgamation of the Chicago Institute with the general organization of the University.

There has been much interest in the principles at the basis of the Dewey School, as well as much sympathy with the earnest attempt to solve some of your problems of the elementary course of study. I therefore trust that circumstance will not make necessary the giving up of the efforts, but that this school may be continued as the experimental department of the educational work of your University.

Respectfully,

[Signature]
State Xavarian School

[Handwritten text not legible]
Ithaca, N.Y., April 22, 1901.

President W. R. Harper,
Chicago University,
Chicago, Ills.

Dear President Harper:

We at Cornell want you to know that we are immensely interested in Doctor Dewey's experiment, and in having it continued. A number of my students are making a special study of what he has published on the subject, and all would regret to see the experiment stop at an immature stage. He is the only man in America who has been able to carry on such laboratory experiments, and I regard them as invaluable for the future progress of education. Had we city facilities in Ithaca, I should certainly take up the matter myself where Doctor Dewey lays it down.

Colonel Parker will do a great work in the new school, but it is quite out of the question for him to carry out Doctor Dewey's experiments on the line which they started. I happen to know that this is the general sentiment among school men in the country, and if Doctor Dewey is willing to go on with the work, we hope that nothing will interrupt this series of investigations.

Very truly yours,

Charles [Signature]
Dear Professor Harper,

We at the University want you to know that we are interested in your proposal to conduct a research study of the employment trends in the field of education. In particular, we have been impressed with your own research on the subject, and we would like to invite you to join the team of researchers who have been studying this issue. Our goal is to carry out such important educational research and to contribute to the future of education.

We are interested in your proposal to conduct a research study of the employment trends in the field of education. In particular, we have been impressed with your own research on the subject, and we would like to invite you to join the team of researchers who have been studying this issue. Our goal is to carry out such important educational research and to contribute to the future of education.

Sincerely,

[Signature]
Quotation from letter to Dr. Dewey:

"I am heartily sorry to have it (the absorption of Chicago Institute) in any way interfere with your own peculiar and highly effective work. You have been opening the eyes of the educators to a phase of educational work of which they have hitherto little dreamed. It is a misfortune to have it crippled at this time. Again it is plainly evident to a man outside that the Dewey School is the best advertising medium the University of Chicago has, or ever has had. In this particular alone it is worth more than its cost every day."

Prof. of Pedagogy, Univ. of Michigan.
I am particularly sorry to have failed to keep up the correspondence of late.

Your letter to me has been an agreeable surprise. You have been prompt in your response, and your polite manner is greatly appreciated.

The work you have been doing of late is finely executed. I am pleased to see the improvement in your writing. Your attention to detail is commendable.

I am looking forward to seeing your next work. Please continue to send your letters as soon as possible.

Yours sincerely,

[Signature]
"I deeply regret the abandonment of your school. Where else in the United States is there a place where such an experiment could be made, even given a man capable of devising it? I know of no other school which would possibly be so free to set aside the traditional conventionalities of school organization and instruction and conscientiously and courageously take a firm stand on sound principles and be controlled entirely by them. Few people, as yet, are willing to lend their children to experiments which represent such radical departure from generally accepted theories, but Dr. Dewey had the confidence of those parents, and conditions seemed so favorable for really demonstrating his views. Of course Col. Parker's school cannot take the place of yours, for his views have crystallized and while he has many times in the past sounded the first call to advance, yet one feels confident that he has reached the crest of his wave. It is an interesting thing to see how very generally educators are bemoaning the abandonment of this school. Even those who felt, perhaps, that time would bring many modifications, express their confidence that the principles underlying the work are very sound, and believe that success of the highest order was sure to crown its work in the future."

Principal Horace Mann
School
Columbia Uni.
I greatly regret the advancement of your school.

In the United States to have a place where such an experiment could be made is even given a man capable of generating it. If I know of no other account with my opinions as to the development of the individual, the community, and the nation. Communication and cooperation and cooperation is a fine stand on one's principle and a controlled activity of their own. But people, as we are, will try to find their opinions to express them with experience which will be a part of education from the very beginning. And it may be one of the great benefits of the school to its students and its future newly sold the confidence of those parents and community gained in its support. As peren, the school cannot take the place of hours or his view have or any mention as to how one sees the present and white in the past something the past itself to enhance, yet one gets confidence that he is reached the best of the way. It is as interesting thing to see how very the great, as the school. Generally speaking, the demand for the advancement of this school. When those who left, perhaps, that time would print each motto...
April 25th, 1901.

Prof. Charles De Garmo,
Ithaca, New York.

My dear Professor De Garmo:

I am in receipt of your kind letter of April twenty-second, concerning the Elementary School and its future work. I appreciate your interest in the School, and I assure you that its welfare will be kept in mind in any necessary readjustment of its relations to the University.

Thanking you for writing me, I remain

Very truly yours,
My dear Professor de Garro:

I am in receipt of your kind letter of April twenty-second concerning the-warmly School and the future work. I appreciate your interest in the School, and I assure you that the welfare will be kept in mind in any necessary reorganization of the relation to the University. Thanking you for writing me, I remain

Very truly yours,
STATE NORMAL SCHOOL,
CALIFORNIA, PA.

April 20, 1901.

Prof. John Dewey,
Chicago University.

Dear Sir:-

I have just heard through a friend that the incorporation of the Blaine School with Chicago University is threatening the existence of your Experiment School. I do not see how Col. Parker could by any possibility do the work for education in his Chicago Institute that you have been doing in your school. For some years now I have been accustomed to look to your school and the reports that come out in the Record as the freshest and best and most inspiring of the pioneer work in education. I feel that it would be loss to all the teachers of America to have your school crowded out or cramped in its ideas.

I trust that some way will be found for the continuance of that school as an experimental school.

Yours Very truly,

Herman D. Luhens.
Dear President Harper:

I enclose herewith a copy of suggestions which I have made out for Mr. Rogers at his request. In going over the matter I have arrived (in addition to the remarks enclosed herewith) at the following conclusions:

1. It is desirable, of course, to plan the placing and arrangement of the buildings with reference to the future so that the buildings to be put up next year need occupy only a part of the court, quadrangle, or whatever scheme is decided upon.

2. It is, however, indispensable that adequate and permanent provision be made for the actual work which is to be done next year. That is, the buildings as far as they go must be sufficient to take care of the secondary school on both the academic and the manual side. It would be, I think, a very serious blunder to allow considerations of the more remote future to impair in any way the adequacy of the provision for the immediate future. In the suggestions I have sent Mr. Rogers I have endeavored to reconcile the points contained in these two propositions.

3. Without being unduly pessimistic I apprehend there is considerable danger of plans being made at such cross-purposes that nothing will be settled satisfactorily by the 1st of September, and so it will be necessary to fall back on the old plans. My apprehension in this direction is accentuated by the suggestions which Mr. Jackman has sent in. They are of course so obviously exaggerated that the architect can pay no attention to them. It is almost incredible that any one with the slightest knowledge of the situation should send in suggestions for an elementary and pedagogic school which would take a good deal more money to carry out than even the original plan, and then expect an academic and manual training building to be put up beside. Yet Mr. Jackman's plan calls for 17 rooms on the academic and pedagogic sides not included at all in the original schema. While this is too absurd to receive serious attention, it shows a mental attitude or else lack of comprehension of the situation which does not augur well for a speedy adjustment.

4. It should be clearly understood that the manual training department, having been put under the control of the department of education, belongs on the secondary school side and is under its control. Personally I believe it would be much easier for the elementary school to have their own shops in their own building, and also more economical since it would utilize space in the basement otherwise not taken advantage of. I should, however, of course be reasonable in trying to give them all proper facilities in the manual training building, provided that were finally agreed upon to be wise, but it should be understood that that building and its plans are under the control of the department of education and not the school of education.
Dear President Jackson:

I have received the news of your election with great enthusiasm. As a long-time supporter of your policies and ideals, I am confident that you will lead our nation with wisdom and integrity.

Your leadership has been a beacon of hope for the working class and the disenfranchised. Your commitment to the principle of "hands off the poor" has been a guiding light for those in need. I am proud to stand with you in this great cause.

I look forward to working with you to ensure that the rights of all Americans are protected and that our nation continues to move forward toward a more perfect union.

Sincerely,

[Your Name]
5. In order to obviate the danger of plans being suggested from a variety of quarters which are so extensive and expensive that it is impossible to carry them out with the amount of money at command, I would suggest as the preliminary to further planning, a distribution of the funds. I would suggest $175,000 for the elementary and pedagogic schools, and $150,000 for the academic and manual training secondary schools; contributions to be made from each side equally to the building for the gymnasium, assembly hall, etc. Even more important than this particular sum, however, is some definite distribution so that there will be some guide and limit to the plan to be done.

I need not say that I do not anticipate any friction with our school of education friends on these points--at least I am sure I can come to a conclusion with Colonel Parker if Mr. Jackman can restrain himself. Since, however, they agreed to the department of education taking the secondary work, I shall have to insist on some definite provision being made for it in the building plans of the immediate future.

Yours truly,

John Dewey

(Copy of suggestions to Mr. Rogers, sent you in previous communication this morning.)
Dear President Harper:

I enclose a copy of a letter which I have written to Colonel Parker. I think it explains itself. I judge from what the architect says that if he would be willing to forego the assembly halls and gymnasium, there would be money enough for at least one branch of the secondary school. I think if there were reasonable provision for shops and laboratories, the rest of the secondary school could be taken care of all right enough in vacant rooms of the pedagogic school. Unless there is, then, a complete revision of the entire plan, starting on a more economical basis (I remember what you said of the sum for which the Bradley Institute was put up) or else a scheme such as I have suggested, I do not see how there is going to be any provision made in the building for either side of the secondary school. It goes without saying, that the elementary and the pedagogic schools will be build anyway. If then the assembly hall and gymnasium are put up, I do not see where any money is coming from for the secondary school building.

Of course Mrs. Young is familiar with the whole situation, and more of the details of school construction than I, and she will be glad to be called in consultation at any time regarding this matter.

By the way, was it not an oversight that no arrangement was made for Mrs. Young to give public lectures in the pedagogic section this summer? Of course she may have been asked and declined, I do not know.

Thanking you for all you have done in our behalf, and
hoped that this secondary school building will work out satisfactorily to you and to us, I am

Sincerely yours,

John Dewey
June 12

Col. Francis W. Parker,

Chicago Institute:

My dear Colonel:

I suppose you were disappointed the other day, as I was, in seeing that the plans made would hardly make it possible to put up the secondary school building next year. I am perfectly willing to consider new plans which would reduce the scale on the whole so as to make it possible to put the entire group of buildings within the sum at command. I think that with a less expensive style of architecture this would be possible.

If this does not commend itself to your judgment, what would you say to letting the Assembly hall and gymnasium going in order that one wing, at least, of the secondary school might be put along with the elementary and pedagogy.

Of course it is for you to judge of the respective advantages and disadvantages of giving up the secondary school, or one end of an Assembly hall and gymnasium. In view, however, of the emphasis which the Chicago Institute trustees laid upon the unity of the whole school, I do not feel that I would be doing right by them if I did not suggest a method which would appear to make it possible to carry out their conception of unity.

In any case I wish to put strongly before you my desire to have some arrangement made which will permit the secondary school work to begin at the same time, the elementary school work does. I hope you will make this clear to the trustees so that if
it should finally turn out that there is only money enough for the
elementary and the pedagogic, they will not think that I am in any
way responsible for the matter, or have played them false regarding
the unity of the plan.

Very truly yours,
It sounds silly, but just please throw some money for the opponent and the tegenkamp! And please don't think that I am in any way condoning or glorifying the lie of a fake Presbyterian but take it as a fact of the matter as the times.
2536 Channing Way
Berkeley, Calif.
July 27, 1901.

Dear S. Harper,

A note from Mr. Young leads me to write to express my regret for not seeing you before the names were sent in for the budget of the faculty, particularly with reference to Mr. Allen's name for Principal. I was perhaps anxious to get a much settled and settled before leaving; I had not found a principal. As Allen was suggested by me, not by the Youngs—after late moment, it was literally at the last moment that Mr. Allen consented at all. Realize that almost this was only after hour before the budget was sent in, still might others have found time to send you with reference to it. I am sure you will recognize that I intended as disappointing—

that because it was Mr. Allen's name that was sent in, I would have been more than willing anxious to have something straight—

but was the to my giving way to pressure,

Yours very truly,

[Signature]
July 22, 1901

I should add that Mrs. Dwyer has not been aware that you were not interested in the idea as naturally annoyed at the omission. She accepted the letter only after protest with much reluctance, which I wish to express her desire for a re-adjustment if you see anything to object to in the matter.

Very sincerely,

[Signature]
August 2nd, 1901.

Professor John Dewey,
2538 Channing Way, Berkeley, California.

My dear Professor Dewey:

Your letter of July twenty-second has been received. I think it is possible that Mrs. Young may have taken more from my words than I had intended to convey. At the same time, it is due her to say that I did express surprise that so important a matter should have been handed in without consultation. You will appreciate the fact, however, that the budget was passed and appointments made in accordance with your suggestion. Please assure Mrs. Dewey that there is no desire on my part for any readjustment.

Things are moving along at a rapid rate. It is probable that we shall erect a special building, to cost twenty-three or four thousand dollars, for the School of Education to occupy during the present year, using the building in later years as a provisional building for a woman's gymnasium and club-house.
I take it that your work at Berkeley is now nearly completed and that we shall see you again very soon. Everything is flourishing. We have had by all odds the largest Summer's work that we have ever had, and in addition to this the School of Education has flourished.

Very truly yours,
September 12th, 1901.

My dear Mr. Dewey:

I am hoping this letter will get into your hands as soon as you reach Chicago. It is to call attention to the fact that we have noted in the announcements of the School of Education first, a failure to include your name, and secondly, a failure to include the names of University members of the faculty of the School. The first error was due to a misunderstanding between Mr. Jackman and myself. We were not quite sure whether you wished to go in as one of the University men, or as a member of the department of education, and between us the thing was overlooked. I am still in doubt as to your preference; but I think I may assure you that in future editions the matter will be put right.

I am delighted to know that you are to be back so soon, and I hope that we shall be able to get everything into good running order at an early date.

Very truly yours,
September 1st, 1901

My dear Mr. Dewey:

I am writing this letter with

best wishes for your journey to New York.

It is to call attention to the fact that we have

noted in the announcement of the School of Music

and also in the announcement of the School of Agriculture

the name of University of Kansas and the name of the School.

The letter

states that they are giving a series of lectures on the

relation of the arts of the United States to the

natural sciences. We have not quite made up

our minds whether we wish to go or not as one of the University men

or as a member of the government of education, and I hope to

see you in the spring. I have not seen you lately as to your interests, but

I think I may say that since you went to Europe with the matter will be

by and by.

I am delighted to know that you will be to

peak so soon, and I hope that we may be able to

get away and come over early in the spring.

Very truly yours,

[Signature]
Univ. of Chicago  
Sept 16th 01

Dear Mr. Harris:

As the matter of the School of Education, people using our name, the University, Elementary School, is a matter of business as well as courtesy, and as we are suffering in another way, I was glad to hear you say it was not decided. They are doing it, however, in all their publications, so the practical effect is the same as if it were decided. I hope that measures will be taken at once to remedy their present use; they can decide upon their final names at their leisure.

Their assumption of our name being once granted, complications to our immediate disadvantage were bound to arise. The incident which I have to relate is however inexplicable. Mrs. C.H. Harding telephoned to the Union for circulars of the School at 5412 Ellis Ave. 4 called it, in addition, the Deaf School, to prevent misunderstanding. I never received any circulars of that School.

The next day Miss Stockwell, Miss Jackman, Mr.  

stock image page
called, and gave her circular thanks to the Elm School of the School of Education. When I saw Mrs. Taylor I told her I wanted three girls, the school, and she replied, 'They are exactly the same.'

I regret to report this, but am compelled to consider that you must make each investigation to the best of your ability, as the case indicates.

In this connection, I would repeat the facts mentioned orally by you this morning. Mrs. Taylor says a number of inquiries, personal by letters, without any action were referred to her by your office. So Davis informed me this morning that no such case, or inquiries, ever came to him.

I need not say that we have appreciated the immediate embarrassment growing out of the situation itself, and endeavored to lessen them by a spirit of prompt, straightforwardness. We shall continue in that spirit, but it is obvious that I shall not stand by and see an educational enterprise with which my name and professional reputation are found at a disadvantage.

Very sincerely,  
John Doe.
Uni of Chicago: Sept 28

Dear Mr. Halsey,

I enclose a copy of letter written to Director Jackson in response to your cordial letter from him. As I have reported upon my conversations with you, I think you should have a copy.

Yours truly,

John Dewey
Sept. 30th, 1901.

My dear Prof. Dewey:

I have received your letter of Sept. 28th and the copy of the letter written to Mr. Jackman.

Thanking you, I remain

Yours truly,
November 8, 1901

Dear President Harper:

With reference to your inquiry of the 4th, concerning free tuition to children in the University Laboratory School, I would submit the following: There are 9 children receiving free tuition, not 10 as stated in my previous letter. Of these 7 are on account of service rendered by parent in teaching in the school. The other two will be spoken of separately.

The facts regarding the 7 are as follows: Mrs. Kern has two children in the school. She teaches music for which she receives a cash salary of $900.00. The arrangement with Mrs. Kern continues from the original agreement made several years ago. It was precisely arranged with her that on account of the small cash salary she received, her children would receive free tuition. This arrangement has been from time to time reported to the registrar's office, and no objections made. Her present salary is considerably larger than that originally paid her; she has, however, considerably increased the amount of time she gives to the school. Including the tuition of the children she is still underpaid rather than overpaid.

I pay tuition for the two older of my four children. The younger two are on the free list on account of service rendered by Mrs. Dewey. Her salary is $500.00, and she gives full time to the school. Including the tuition of the children her salary is $650.00—a sum which does not seem to be excessive.

Mr. R. K. Row has two children in the school. He teaches manual training, giving 15 hours a week to instruction and receives the pittance of $300.00 in cash.

Mrs. Kendall has one child in the kindergarten. She assists in the kindergarten and receives no cash salary, although she is a well trained kindergartner and has been offered a salary in a good school.

In this connection I should perhaps say that while none of the McClintock children receive free tuition, in return for Mrs. McClintock's service, their tuition charge is so distributed as perhaps to be equivalent to free tuition for one child. Mrs. McClintock receives no cash salary.

The case of the two remaining children has been reduced to one since my previous correspondence. The circumstances are as follows: Mr. F. E. Bell came to me and told me that on account of straightened money conditions he had been compelled to put his children in the public schools; that he was not at all satisfied and that he and his wife were very anxious to have the children back in the school. He wished to know if arrangements could be made by which his bills would be kept back for a time until he should be in better condition to pay. The Bell children have been in the school practically since its opening. For obvious reasons it is a matter of great educational importance to us to secure the continuous attendance of children; otherwise it is practically impossible to demonstrate any results. Mr. and Mrs. Bell have always been warm friends of the school. I assumed the responsibility of accommodating Mr. Bell. This morning I received from him a check in payment of the tuition of one of his children. I have no doubt the other will
November 8, 1907

Dear President Hazard,

With reference to your query of the State Department regarding the situation in the Middle East, I am writing to update you on recent developments. There are two matters of immediate concern:

1. The territorial dispute between the Turkish and Arab states over the region of Acre. The situation has escalated, with both sides showing signs of preparing for military action. The two sides have yet to reach a peaceful resolution, despite numerous negotiations.

2. The humanitarian crisis in the region. Due to the ongoing conflict, the number of displaced persons has increased significantly. The relief efforts are strained, and aid organizations are calling for increased support to prevent a humanitarian catastrophe.

I am attaching a report on the current situation, which I hope will provide you with a comprehensive understanding of the issues at hand. Please let me know if you require any additional information.

Thank you for your continued support.

Sincerely,

[Your Name]
come in due season. I recognize of course that this matter is irregular. In the earlier years of the school you authorized me to use my own judgment to a certain extent in such matters.

It had not occurred to me before that there was anything unfair in any of these arrangements, nor upon reflection am I now able to see that there is. Of course I shall be very glad to learn the ground upon which you question its fairness.

After the present quarter the first 7 cases can be easily taken care of by having the trustees increase the salaries of the persons named to the extent of the tuition charge for their children, if you think that this is a more desirable way of taking care of the matter. The simple fact of the case is that all of the persons named are underpaid for service rendered.

Yours truly,

John Dewey
Yours truly,